

**Texas Education Agency
Standard Application System (SAS)**

2017-2018 Perkins Reserve Grant					
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)				FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018				
Application deadline:	5:00 p.m. Central Time, September 26, 2017				<small>Place date stamp here.</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494				<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 4:05 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060				
Schedule #1—General Information					
Part 1: Applicant Information					
Organization name	County-District #			Amendment #	
Sweeny ISD	Brazoria-District 020-906			N/A	
Vendor ID #	ESC Region #				
N/A	4				
Mailing address	City	State	ZIP Code		
1310 Elm Street	Sweeny	TX	77480-1380		
Primary Contact					
First name	M.I.	Last name	Title		
Amy	L.	Pope	Executive Director of Curriculum, Compliance		
Telephone #	Email address		FAX #		
979.491.8080	apope@sweenyisd.org		979.491.8030		
Secondary Contact					
First name	M.I.	Last name	Title		
Mark	S.	Manley	CTE Director		
Telephone #	Email address		FAX #		
979.491.8082	mmanley@sweenyisd.org		979.491.8030		
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Tory	C.	Hill	Superintendent
Telephone #	Email address		FAX #
979.491.8000	thill@sweenyisd.org		979.491.8030

Signature (blue ink preferred)

Date signed

10/24/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	
4	Request for Amendment	N/A	
5	Program Executive Summary	<input checked="" type="checkbox"/>	
6	Program Budget Summary	<input checked="" type="checkbox"/>	
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	
8	Professional and Contracted Services (6200)		
9	Supplies and Materials (6300)		
10	Other Operating Costs (6400)		
11	Capital Outlay (6600)		
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	
13	Needs Assessment	<input checked="" type="checkbox"/>	
14	Management Plan	<input checked="" type="checkbox"/>	
15	Project Evaluation	<input checked="" type="checkbox"/>	
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Sweeny ISD is applying for the Perkins Reserve grant to supplement existing dual credit career pathways currently offered, and to create a new pathway in the high demand fields of Construction and Construction Management in the Gulf Coast Region. All pathways are geared towards the Petrochemical and Construction Fields, two dominant fields thriving in the immediate geographic area. The successful award of this grant will enable students to earn NCCER Core Curriculum certification, which is required before students can earn NCCER certifications in their chosen Craft/Skills course pathway. The NCCER Core curriculum is the stepping stone /entry into 70 craft fields. Existing programs offered at Sweeny ISD that the NCCER Core curriculum will supplement include welding, pipefitting, instrumentation, millwright, and process technology pathways.

Curriculum developed will be appropriately aligned to marketable skills in the identified high-demand occupation, and Industry recognized credentials are part of the degree plan. Development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprentice programs will expose students to applied learning and real-world work activities in the identified high-demand occupations.

Sweeny ISD grant personnel developed the proposal budget by determining the appropriate equipment to supplement the existing pathways and to accommodate the new pathways of Construction and Construction Management. The equipment, materials, and supplies were based on the NCCER material equipment list required for NCCER Core curriculum.

The pertinent demographics of Sweeny ISD are 39% Economically Disadvantaged at the high school level, and over 50% Economically Disadvantaged district wide (TEA Report Card 2016-2017). The defined goals and purposes of the grant are to assist students who enter community colleges and universities with the support needed for the completion of certificates and degrees. Sweeny ISD has committed to these efforts because it will demonstrate that higher education is one of the best paths toward greater social and economic mobility.

Sweeny ISD offers a unique arrangement because it allows for the already established partnerships with institutions of higher education and industry, as manifested in the Petrochemical Academy, for students to acquire dual credit, certifications, and degrees in high demand occupations in key regional industry clusters. The educational and industry partners have entered into long-term Memorandums of Understanding with a significant dollar investment. The PetroChemical Academy has been in existence for three years, with a commitment for the next eleven years. The initial funding of the Academy was \$1.6 million commitment from industry partners.

With input scrutinized for this proposal from the District Improvement Committee, Campus Improvement Plan, and Petrochemical Advisory Council, and the utilization of the Texas Academic Performance Report, PEIMS Data, PBMA, CTE Survey, and the District data analyst, the Director of CTE determines the needs assessment process. Further, there will be a concerted effort to evaluate and determine the efficacy of the program in conjunction with external partners, Brazosport College, Workforce Solutions, Phillips 66, and Chevron Phillips Chemical. The Director of CTE, who monitors the program on a daily basis, allows for timely response to minor or immediate needs; and with the capability and flexibility for immediate contact with external partners in the case of a greater issue.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This application has been completed with and accurately answers all TEA requirements. Statutory requirements met include Carl D. Perkins Career and Technical Education Act of 2006; General Education Provisions, Section 427; No Child Left Behind Act of 2001; ESSA; and Texas Education Code, 2 CFR 200.

In conclusion, the grant relates to the demonstrated goals of the Sweeny ISD District by ensuring that it is consistent with the Four Pillars for Continuous Improvement, approved by the Sweeny ISD Board of Trustees, on September 12, 2017. Specifically, Pillar IV Community Outreach, Objective #2: Promote knowledge of the benefits and career opportunities associated with CTE, including Petrochemical Academy and Health Sciences. Further, Sweeny ISD is aggressively pursuing other funding sources and has committed to a half-time grants writer and full time CTE Director in the 2017-2018 school year.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020-906	Amendment # (for amendments only): N/A
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$15,000	\$	\$15,000	\$15,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$49,000	\$	\$49,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$26,000	\$	\$26,000	\$
Grand total of budgeted costs (add all entries in each column):			\$90,000	\$0	\$90,000	\$15,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1				\$	\$
2	Educational aide			\$	\$
3	Tutor				
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator	0	1	\$0	\$15,000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 020-906		Amendment # (for amendments only): N/A	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 020-906

Amendment number (for amendments only): N/A

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$49,000.	\$0
Grand total:		\$49,000.	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 020-906		Amendment number (for amendments only): N/A	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:020-906

Amendment number (for amendments only): N/A

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Dust Collection System	1	\$20,000.	\$20,000	\$0
20	Jib Crane	1	6,000.	6,000.	\$0
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$26,000.	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID:020-906										Amendment # (for amendments only): N/A					
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	59	39.2%	2016-2017 TEA REPORT CARD												
Limited English proficient (LEP)	1	.05%	" "												
Attendance rate	NA	95.4%	" "												
Annual dropout rate (Gr 9-12)	NA	0.3%	" "												
Teacher Category	Teacher Number	Teacher Percentage	Comment												
1-5 Years Exp.	1	50%	(Jones-Teacher)												
6-10 Years Exp.		%													
11-20 Years Exp.	1	50%	(Manley-CTE Director)												
20+ Years Exp.		%													
No degree		%													
Bachelor's Degree	2		(Manley, Jones)												
Master's Degree		%													
Doctorate		%													
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> X Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										70	50	15	15	150	
Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										.25	.25	.25	.25	1	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sweeny ISD Needs Assessment is multifaceted, and in relation to this grant, has additional layers. Routinely, need assessments are provided through District Planning Committees and Campus Improvement Committees. In regards to our Petrochemical Academy, there are 2 additional layers, the Career and Technology Education Advisory committee and the PetroChemical Academy Advisory Council, both of which meet a minimum of 2 times a year. Through these committees it has been identified that Brazoria County has approximately 20 chemical companies that employ more than 14,000 individuals. In addition, these numbers do not include the number of construction employees needed to build the current and upcoming capital projects. At times, construction staff needed has risen to 10,000 workers employed on these projects.

Also, student, parent, and community surveys are used to help guide and identify needs for programs. In the most recent analysis, needs assessments have identified that opportunities were lacking for students receiving course certifications in some of our PetroChemical Academy classes at Sweeny High School. The certifications lead to high paying/high demand jobs.

Needs are prioritized by the following parameters:

- How many students are impacted?
- Ability to implement a solution both financially and based on personnel qualifications to achieve the desired outcome?
- Does the proposed strengthen students ability to gain higher education or employment in high pay/high demand fields?
- Will the program increase opportunities for students to gain certification to help gain employment?
- Will the program strengthen linkages between secondary and postsecondary education?
- Does the program utilize innovation, best practices, and strategies?
- Does the program target local high demand/ high paying job?
- Does the program target global high demand/ high pay job opportunities?

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	NCCER Core Curriculum (Safety Course) Core Curriculum Certification-increase the number of Student Certifications in NCCER Course specific certifications.	In order to earn course specific NCCER course Certifications, applicants must first earn the NCCER CORE Curriculum certification. Implementing the NCCER CORE curriculum would allow more students to earn course specific NCCER certifications.
2.	NCCER Core Curriculum for NCCER certification, to create a new pathway for Construction and Construction Management to increase opportunities for students to gain entry level jobs upon high school graduation.	The majority of jobs in the Petrochemical Manufacturing/ Construction industry require employees to participate in a Safety course. Students that have achieved a CORE Curriculum certification, have a higher chance of being called back for a 2nd interview.
3.	NCCER Core Curriculum is entryway to 70 potential high-demand craft positions.	Allows students to gain more certifications. Allows NCCER certification opportunities for those students that are not currently using NCCER certifications. Allows Agriculture pathway students to gain NCCER Core certification.
4.	Create opportunities to implement new programs or pathways for students in high demand/ high pay fields.	Not only is NCCER CORE Curriculum the 1st step to certification in 70 Skills/crafts jobs. It is also the first course in the Construction Pathway for Texas students. Implementing NCCER CORE Curriculum opens the door to offer students opportunities to earn certifications in Construction Technology, but also a pathway that could allow dual credit opportunities in Construction management.
5.	Improve existing Agriculture courses	Allows offering additional certifications to students in welding courses that are not enrolled in the petrochemical Academy dual-Credit Welding program.

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Schedule #14—Management Plan

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Education Industry Liaison	Workforce Solutions Liaison -Daniel J. Zendejas, PHR
2.	CTE Director	NCCER Instructor (Existing staff identified is Mark Manley, Bachelor of Science, Certifications include NCCER certified, 6-12 Technology Ed, and 6-12 Business Ed)
3.	Ag Instructor	NCCER Ag Instructor-(Existing staff identified is Scott Jones, Bachelor of Science, pending AWS certification, teaching certification in Ag, Food, and Natural Resources.)
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Planning-Stage/Retrofit existing space	1. Remove outdated/broken equipment.	11/20/2017	12/15/2017
		2. Clean and demo unnecessary build-outs.	12/15/2017	12/30/2017
		3. Ensure code compliance in building reno plans.	01/15/2018	01/30/2018
		4. Allow/install all electrical and mechanical components needed to service equipment	03/15/2018	04/01/2018
		5. Final walk-through	03/25/2018	03/25/2018
2.	Planning-Purchase Equipment	1. Grant Funds awarded	11/07/2017	11/07/2017
		2. Purchase Orders issued /authorized	11/25/2017	11/25/2018
		3. Equipment ordered	01/15/2018	01/20/2018
		4. Equipment received	03/01/2018	03/15/2018
		5. Equipment Installed	03/16/2018	03/23/2018
3.	Planning-Staff Qualifications	1. Credentials review of existing staff	11/01/2017	11/01/2017
		2. Staff needs identified	01/15/2018	01/15/2018
		3. Existing and anticipated credentialing needs met.	05/01/2018	05/01/2018
4.	Promotion-Advertising and Media Exposure	1. Career and Technology Fair	01/15/2018	01/15/2018
		2. Social Media, Local Print	02/01/2018	02/01/2018
		3. Open house, Partner Kick-Off	04/01/2018	04/01/2018
		4. Student Informational Meeting (during school hours)	04/02/2018	04/02/2018
		5. Parent Informational Meeting (after school hours)	04/05/2018	04/05/2018
5.	Classes Commence	1. Trial Run/Beta test of modules in ag classes	04/25/2018	05/25/2018
		2. Participation Rate	04/15/2018	08/25/2018
		3. Assessments	Ongoing	Ongoing
		4. Course corrections, adjustments	Ongoing	Ongoing
		5. Evaluative-success rate, passing rate, etc.	Ongoing	Ongoing

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and procedures currently in place for the PetroChem Academy and workforce courses is currently evolving, based on our recent PetroChem Academy (PCA) Strategic Planning meeting involving all stakeholders. Implementation of this grant will further supplement the opportunities of students in the existing program, as well as, provide opportunities to include a new Construction pathway. The newly created position of District CTE Coordinator will act as the main communications and logistics contact between the Business and Post Secondary Education partners. In addition, single representatives from each partner, along with the CTE Coordinator, will form a sub-committee to be utilized to communicate between all parties. This committee will be responsible for the day to day functions and monitoring of the activities and providing information to their respective organizations on regular basis, allowing for more in depth discussions during the PetroChemical Academy Advisory meetings. In addition, the sub-committee will be charged with the task to make minor adjustments, when necessary, in order to meet goals and objectives.

Based on the recent Strategic Planning meeting, there is a priority to revise and evaluate communication methods to improve communications between administrative staff, instructors, and students. Identifying a single person in each organization as the "lead" will help improve communications among the partners and eliminate confusion caused by multiple spokespersons. In addition, multi-media will be used to help communicate information to students as well as parents in promoting the implementation of this new program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sweeny ISD considers sustainability and commitment as one of the strongest components that Sweeny ISD has to offer in the grant request. Sweeny ISD is utilizing this grant to supplement an existing program while opening opportunities to expand programs, with a documented history of 3 years industry support, and a financial commitment of 1.6 million in funding. Eleven years remains on that agreement, providing ample time latitude to realize substantial yields. A considerable goal is that students will be able to earn dual credit, in high demand jobs, at no cost to the students.

Active Participants include:

District CTE Coordinator, Sweeny ISD- CTE Instructor Experience/management experience/construction/manufacturing experience
Executive Director for Teaching and Learning, Sweeny ISD
Coordinator for Grants, Sweeny ISD
Chief Financial Officer, Sweeny ISD
Director Workforce Development- Brazosport College
Training & Development Team Leader- Phillips 66
Community Relations Liaison- Chevron Phillips Chemical Company

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Schedule #15—Project Evaluation

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	NCCER CORE Certifications Earned	1.	Indicator A-F Accountability System Student Achievement Domain
		2.	Percentage of takers/passers
		3.	Percentage of employed
2.	NCCER Level 1 Certifications earned-	1.	Indicator A-F Accountability System Student Achievement Domain
		2.	Percentage of takers/passers
		3.	Percentage of employed
3.	Increase in enrollment in level 1 PetroChemical Academy Courses-	1.	Increased participation from historical levels.
		2.	Equity and parity measured.
		3.	No barriers identified or mitigated post-haste.
4.	PetroChemical Advisory Council.	1.	Monitor students post graduation workforce entry
		2.	Post secondary education in field of study
		3.	Needs assessment projection survey to local industries
5.	External Consultant Quarterly Monitor	1.	Requesting quarterly consultation.
		2.	Consultation on as needed basis.
		3.	Comparative analysis to other programs.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inherent in the existing school district accountability hierarchy is the capability to collect participation, attendance data, PEIMS, Perkins Effectiveness report, Part 5 CTE Concentrator certifications, performance data, and a number of vital statistics that assist in identifying issues/problems/accomplishments with the targeted student population.

Program level data includes participation numbers, demographics of targeted populations, equity, effectiveness, and program activities.

With input scrutinized for this proposal from the District Improvement Committee, Campus Improvement Plan, and Petrochemical Advisory Council, and the utilization of the Texas Academic Performance Report, PEIMS Data, PBMAS, CTE Survey, and the District data analyst, the Director of CTE determines the needs assessment process. Further, there will be a concerted effort to evaluate and determine the efficacy of the program in conjunction with external partners, Brazosport College, Workforce Solutions, Phillips 66, and Chevron Phillips Chemical. The Director of CTE, who monitors the program on a daily basis, allows for timely response to minor or immediate needs; and with the capability and flexibility for immediate contact with external partners in the case of a greater issue.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The project utilized several methods of identifying high demand occupations and the related programs of study. Data from Workforce Solutions Gulf Coast was utilized to identify high demand occupations. More importantly, the link to Texas Career Check cited in the grant/ instructions also substantiates the need for employment in the fields. Four of the identified careers are cited in the top 25 fields in the Texas Career Check.

The local offices of Phillips 66 & Chevron Phillips provide additional information related to their current and future needs in high demand jobs. Further, Associated Builders and Contractors Gulf Coast/ Merit Shop Training Inc. also provide data to support the identified careers. .

Finally, the above referenced partners also indicate the students earning NCCER CORE Curriculum have a higher chance of earning entry level positions, that could then be leveraged into apprenticeship programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

This project will directly enhance the Millwright and Pipefitting programs currently offered, by allowing students the ability to earn NCCER Core and Level 1 certification in High School. In addition, these students can earn upper level NCCER certifications at the postsecondary level and/or Associates of Applied Science degrees in the field of study. Secondly, it will increase the number of students earning certifications in high demand fields indicated in the A-F Accountability System Student achievement domain.

Construction pathways which will become available will afford additional options for students to earn certifications and postsecondary Associates degrees.

Finally, it will allow approximately 150 students to earn certification in what is considered the foundation of certifications entering the Petrochem/Construction fields.

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County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

				Year
NCCER Core Curriculum				9-12
<u>Dual Credit Courses:</u>				
MCHN 1325	3	Millwright I (NCCER) Pathway S1	Precision Metal Manufacturing	11
MCHN 1329	3	Millwright II (NCCER) Pathway S2	Precision Metal Manufacturing	11
MCHN 2305	3	Millwright III (NCCER) Pathway S3	Precision Metal Manufacturing	12
MCHN 2307	3	Millwright IV (NCCER) Pathway S4	Precision Metal Manufacturing	12

Certification Programs:

1. Machine Technology, Basic Millwright Certificate
2. Machine Technology, Advanced Millwright Certificate

Associate Degree:

Associates of Applied Science
Machine Technology, Millwright Specialty

Bachelor Degree:

Bachelors of Applied Technology
Industrial Management, Other A.A.S. Specialty

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Sweeny ISD partnered with the following organizations in 2014 to form the Petrochemical/Construction trades Academy:

- Phillips 66
- Chevron Phillips
- Brazosport College

Sweeny ISD has additional external industry support through our association with Associated Builders & Contractors and Merit Shop Training Inc. through their Construction Careers Youth Committee. The purpose of the committee is to support local school district CTE Programs. The committee is formed of business and organizations in the petrochemical industry and construction fields. The committee includes Dow Chemical, Turner Industries, The Wood Group/Infinity Contractors, Zachary, and Brand. Examples of how the organization supports CTE programs are: Owner/Contractor tours, Guest speakers, Interview days, hosting career fair, participation on District CTE Advisory committees and participating in the school career and technology fairs..

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Phillips 66 and Chevron Phillips is instrumental in curriculum development by partnering with Brazosport College to ensure curriculum is aligned with today's real world practices. In addition, our external partners, Associated Builders and Contractors and Merit Shop Training, Inc., are the Gulf Coast representative and affiliated testing center for NCCER curriculum. These organizations work with Sweeny ISD and Brazosport College to align curriculum with today's industry practices.

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County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Sweeny ISD proposal is unique in that it is being tied to an existing program that has a track record of substantial financial support from local industry partners and community college. The proposed program will enhance and supplement the existing program by allowing students to take course specific certifications, while also allowing new programs to be implemented. The proposed programs will provide NCCER CORE Level 1 certification to 100-150 students (16-25% of Sweeny High School Students), which is the 1st step to gaining entry into the Petrochemical/Construction fields or obtaining higher level certifications. The NCCER CORE Level 1 certification is critical for our students to obtain internships.

Sustainability Plan

1. Sweeny ISD CTE Director oversees programs and coordination between Petrochemical Academy partners and external support partners.
2. Data driven implementation of 4 yr. career plans into the Student management system will allow forecasting future course needs
3. Leveraging past and future financial commitments from Petrochemical Academy partners and other external partners by providing a pool of prospective employees with credentials the employers seek.
4. Continue building an active Petrochemical Academy Advisory Committee utilizing professionals from the various organizations companies in the petrochemical/construction fields.
5. Provide students with the skills and credentials that area industries have defined as necessary for sustainability in the Petrochemical/Construction field.
6. The proposed grant goal of the NCCER Core Curriculum will concurrently be implemented into our existing Agriculture program. The plan is to incorporate the NCCER CORE Curriculum into our Agriculture pathways and possibly the STEM pathways, which are both recommended pathways to our petrochemical and construction trade dual credit courses. Should funding from the grant and the substantial financial contribution for the PetroChemical Academy cease, costs to continue the program become negligible and can be managed by the LEA.

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Amendment # (for amendments only): N/A

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Direct program related certifications:

NCCER CORE Level 1 Certification- Required to take any other NCCER certifications

NCCER Millwright 1 Certification

NCCER Pipefitter 1 Certification

NCCER Instrumentation 1 Certification

Other possible certifications that may be utilized in future based on needs:

NCCER Construction Technology I

NCCER Cabinet Making I

NCCER Welding I

Practicum leads to co-operative opportunities with Brazosport College.

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County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The awarding of the grant will complement our existing program in the following ways:

Allows students to earn certifications in course specific certification, that cannot be currently achieved because the student is required to earn NCCER CORE Certification, before earning NCCER Course specific certification.

Allows approximately 75 students a year in our Agricultural pathways to earn NCCER CORE Curriculum Certification which could be a stepping stone to further certifications or employment.

Provide the opportunity to approximately 55 students in our Petrochemical./Construction trades programs to not only earn an industry certification, but advance to a content specific certification.

NCCER CORE curriculum will also be beneficial to the safety of our students that take part in this opportunity. This curriculum provides an additional layer of safety in Agriculture classes, and will complement existing safety programs.

The grant implementation will help provide the first step in resurrecting the once popular construction trades pathway utilizing our outdated woodshop, which will be retrofitted and equipped with recent and modern tools and equipment.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 020-906		Amendment number (for amendments only): N/A		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 020-906

Amendment number (for amendments only): N/A

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:020-906

Amendment number (for amendments only): N/A

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:020-906

Amendment number (for amendments only): N/A

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:020-906

Amendment number (for amendments only): N/A

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 020-906			Amendment number (for amendments only): N/A	
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only): N/A

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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